DOCUMENT RESUME

ED 228 131 SO 014 588

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TITLE The Democratic Classroom.
PUB DATE 80
NOTE 26p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Citizenship Education; *Democracy; *Educational Environment; Educational Needs; Educational Planning; Elementary Secondary Education; Family School Relationship; *Hidden Curriculum; Models; School Community Relationship; *School Role; Social Studies; *Student Responsibility

ABSTRACT

Two brief papers, outlines, worksheets, and surveys for creating a democratic school environment and furthering citizenship education in grades K-12 are presented. The first paper emphasizes the need for and the role of citizenship education in the school. The second paper discusses the influence of the formal, hidden, and societal curricula on citizenship education and suggests merging these curricula to make learning more meaningful. Further suggestions are that members of individual schools should formulate a specific plan for citizenship education; all principals should be trained as climate leaders rather than building managers; and school, home, and community must find ways to reinforce each other. Two outlines on the democratic classroom present a model for citizenship education and methods for creating a democratic classroom. A third outline lists characteristics of a responsible citizen within three categories: demonstrates respect for law, others, and self; acts with integrity; and is informed and involved. Other attachments include a list of encouraging and discouraging adult behaviors, an analysis of teacher expectations of student behavior, and a classroom attitude survey for teachers. (KC)

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THE DEMOCRATIC CLASSROOM

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1980

I. A MODEL FOR CITIZENSHIP EDUCATION

A. The Three Curricula

1. Formal: What we plan
2. Hidden: What we don't always plan
3. Societal: The "real world"

B. The Three Influences

1. Role models
2. Individual development
3. Institutional environments

II. CHARACTERISTICS OF A DEMOCRATIC CLASSROOM

A. A Self-Analysis

B. What Constitutes A Deliberate Effort To Create A Democratic Classroom?

1. Choice
2. Freedom
3. Participation
4. Responsibility
5. Recognition of human dignity and individual worth
6. Relevance

III. WHAT DO I DO?

A. Model Democratic Behaviors

B. Treat Each Student With Courtesy And Respect

C. Open, Non-Judgmental Discussions Of Topics Of Concern And Interest To Students

D. Mutually Determined Rules

1. A mechanism for developing and changing rules exist
2. The rules and consequences are clearly stated
3. Discipline procedures place the responsibility for change on the student

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E. Cooperative Planning

1. Involvement of students in meaningful decisions
2. Variety of group settings provided

F. Responsibility is given

IV. HOW DO I KNOW IF I HAVE A DEMOCRATIC CLASSROOM?

A. Ask

B. Use An Instrument

C. Other

V. SUMMARY

THE DEMOCRATIC CLASSROOM (OR SCHOOL BUILDING)

Directions: In Column 1 list the ways in which your classroom (or school building) models democratic values and practices for all those involved in the citizenship education process. You will receive verbal directions for Columns 2 and 3.

COLUMN 1	COLUMN 2	COLUMN 3

DEMOCRATIZING THE SCHOOLS: THE NATURE OF THE PROBLEM

Is this nation experiencing a crisis in citizenship education? While some may argue that crisis is a rather strong word, there is indeed ample evidence to suggest that there is cause for concern and hence a need for immediate and decisive action. It is also apparent that we are talking about a situation which transcends the school. Responsible citizenship is far too encompassing to be confined to the classroom and the social studies curricula. The home, the community, the church, and a wide variety of public and private institutions have a role to play if we are to improve the overall quality of civic education in this nation.

Even the most casual needs assessment is sufficient to prompt a massive effort to bridge the gap between the current situation and the desired future condition.

We could start with crime statistics which show a dramatic increase in juvenile crime over the past several years. Figures on vandalism and violence within the schools are equally alarming. Crime among the young has reached epidemic proportions infecting suburbs and small towns as well as the urban core.

Voting statistics provide a different measure of citizen involvement in the democratic process. Here too the picture is bleak. It is apparent the recently enfranchised group, the 18 to 21 year olds, are not flocking to the polls in either national or local elections.

A recent report issued by the National Assessment of Educational Progress offers yet another measure. NAEP compared the results of perfromance by 13 and 17 year olds on citizenship assessments administered in 1968-69, 1969-70,

and 1975-76. There was a rather noticeable decline among both age groups in knowledge about the structure and function of government and basic democratic concepts. A decline in political participation was also indicated. On the other hand, the NAEP study did reveal some encouraging trends. Students continue to value basic constitutional rights and expressed a concern for the rights of others. They also showed an increased respect of individuals of different races and an improved understanding of ways to avoid future wars. Obviously, there is a silver lining.

The legacy of Vietnam, Watergate, economy uncertainty, the energy crisis, and other unsettling events of the past decade is generally apprehensive society which has repeatedly expressed its lack of confidence in all of basic institutions-the home, the church, government at all levels, and the schools. Disillusionment, distrust, and a disregard for traditional values seem to be the prevailing moods. In times such as these, the public typically turns to schools as the one agency that is capable of influencing all other institutions.

This concern for what is happening in the schools is obviously reflected in the back-to-the-basics movement. While the public's interest is understandable, there is a potential threat to citizenship education. Some of the more extreme advocates of back-to-the-basics would reduce the curriculum to the 3 R's. There is a real danger that social studies, science, and humanities will be given inadequate treatment. This at a time when the need for such courses is great.

It may well be true the future is unknown. However, it is obvious that the survival of the global community and our democratic society requires a citizenry that possess the knowledge, skills, and attitudes to cope with complex social, economic, and political problems. Former Secretary of the United States Department of Health, Education and Welfare, David Matthews once said that citizenship was becoming a spectator sport. This we can ill afford. What is required are people who are enlightened, genuinely concerned about others, willing to become involved, capable of applying personal skills to the solution

of broader problems, and prefer to pursue a course of action consistent with democratic values.

The knowledge, skills, and attitudes needed by effective citizens is acquired through the process of education. Education as used here is to be defined in its broadest sense, i. e., the sum total of an individual's experiences. What a child learns about democracy, for example, in school is limited. The basic concepts are formed and developed as a result of being an observer and participant in family life, the church, clubs and organizations, peer groups, and the mass media, especially television.

While the school is but a single agent in the process of civic education, its role is extremely significant. First of all, the school provides the formal curriculum which establishes the goals, objectives, and teaching procedures to be pursued by student and teacher. Of equal, if not greater importance, is the hidden curriculum. There is a vast amount of learning that takes place as the student interacts with the other inhabitants of the school environment.

The hidden curriculum is extremely powerful because it has a direct and pronounced effect upon the individual and because it operates in subtle ways. It can help to make the formal curriculum relevant or it can make it a gross hypocracy. It can promote the development of a self-concept or inflict severe damage. It can make the concept of democracy concrete by providing meaningful experiences or create the impression that autocracy is the reality, democracy the sham. Attention to the written curriculum is important, but in our efforts to improve citizenship education we can ill afford to ignore the hidden curriculum. Ralph Tyler says it well:[1]

> It (the school) can provide a setting in which young people can experience concretely the meaning of our democratic ideals. In school, every student is to be respected as a person, regardless of his background. In the school, the students can experience a society where justice and fair play dominate, a society where

people care about each other and where all have an opportunity to share in planning activities, executing them, and gaining the rewards of what they have accomplished. It is not always easy for teachers and administrators to provide this kind of environment, but it is crucially important for children to see firsthand a society that encourages and supports democratic values.

[1] Ralph Tyler, "The Total Educational Environment," in Education for Responsible Citizenship, National Task Force on Citizenship Education, McGraw-Hill:New York, 1977, pg. 23.

What Constitutes a Deliberate Effort to Create a Democratic Classroom Environment?

A. Awareness: It is important that the students be aware of your intention to make the classroom a model democracy. This includes, but is not limited to, the use and development of an appropriate vocabulary and the sharings of the rationale behind various practices and structures.

B. Involvement: Of equal importance is the need to involve students directly and actively in the establishment of democratic classrooms.

COMPONENTS

A. Choice
   1. Provide students with alternatives. This would include helping students to generate their own alternatives. It should apply to formal instruction as well as social situations.
   2. Choices must be meaningful to the students, i.e. they must see the options as being important.
   3. Once a choice is made, it is the teacher's job to see that the parties involved follow through. This, of course, includes the consequences that result from the decision.

B. Freedom
   1. Regular classroom meetings, or some other vehicle, to promote open discussion must be provided. The teacher's role is to facilitate question, clarify -- not to pass judgment.
   2. There must be a system of making and changing rules in the classroom which directly involves the students.
   3. Within limits that are deemed appropriate, students should be able to move freely about the classroom. It is important, of course, that the rights of others, including the teacher, are respected.

C. Participation
   1. Students will be given an opportunity to assume various kinds of responsibilities in the classroom.
   2. Where and when appropriate, students will have an opportunity to assist in planning instructional and non-instructional activities in the classroom. Again, some type of vehicle like a classroom meeting, will be needed.
   3. Students will be given opportunities to evaluate activities. Depending on the situation this could be informal (class and/or individual discussion) or formal (completion of a questionnaire).

D. Responsibility

1. Provide opportunities for students to experience various types of roles -- leader, group member, worker, researcher, teacher, etc.

2. To repeat, once a decision -- be it a group, class, or individual decision -- is made, the teacher should see to it that those concerned follow through.

3. Volunteering should be encouraged and rewarded.

E. Recognition of Human Dignity and Individual Worth

1. Provide positive reinforcement for appropriate behavior.

2. Students should have opportunities to share special interests or talents.

3. Use the curriculum to recognize the contributions of various groups and individuals to American society and the global community.

F. Relevance

1. Relate subject matter to life in the school, community, state, nation, world. Don't neglect the vicarious world of tv and pop music.

2. Raise issues that deal with basic democratic values -- justice, fairness, the rule of law, freedom and responsibility, majority rule, compromise, the rights of the minority, orderly dissent, the worth of all people, etc.

Prepared by
Mike Radz
Core - Title IV-C
1979-80

A Responsible and Competent Citizen

I. Demonstrates through his/her actions a RESPECT for:

a. the law and the concept of equal justice under law
b. the dignity and worth of all people
c. the property and possessions of others (including the environment)
d. the viewpoints, preferences, purposes, and values of others
e. the democratic ideals of our society
f. self

II. Acts with INTEGRITY

a. in a truthful, honest fashion
b. in a manner that is viewed as responsible
c. with empathy and concern
d. by being a rational decision-maker i.e., one who is able to apply a decision-making model to the resolution of personal and group problems

III. Is INFORMED about

a. the structure and function of political, economic, and socio-cultural principles and institutions
b. major historical trends
c. the global community and the interdependence of all people
d. current issues that have immediate impact on self and community
e. future trends

IV. Is INVOLVED

a. is able to perform a variety of roles in a group situation including leader, arbitrator, negotiator, organizer, communicator, evaluator, follower
b. is able to initiate action independently or in concert with others.

ADULT BEHAVIORS DISCOURAGING OR
STIMULATING TO RESPONSIBLE BEHAVIOR IN CHILDREN

Discouraging Behaviors

coid
punishing
rejecting
hostile
rigid
belittling
critical
unaccepting
neglecting
authoritarian
nagging
overprotective
over-indulgent
rewarding of fearful behavior
suspicious
paying attention to immature behavior
discouraging independence
encouraging extreme conformity
lacking a positive self-concept
controlling

Encouraging Behaviors

showing affection
showing acceptance
encouraging autonomy
encouraging courage
encouraging achievement
encouraging social interaction
reinforcing good habits
stimulating ideas
knowledgeable about stages of developmental needs
listening reflectively
understanding
fair
relaxed
democratic
supporting
having a positive self-concept
respecting self and others
giving of self freely
stimulating critical thinking
noncritical
minimizing mistakes
spending time training and teaching
active (doesn't just talk)
firm (without dominating)
consistent (a child knows what to expect)
modeling positive expected behavior
separating the child from the punishment
teaching skillfully
modeling moral maturity
happy
considerate
patient
trusting
loving

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WHAT EXPECTATIONS DO I HAVE FOR MY STUDENTS IN TERMS OF BECOMING MORE RESPONSIBLE LEARNERS

R.E. GOAL STATEMENT

I want my students to be self-actualizing, life long learners who can identify and organize their own learning needs, resources, and learning styles --

RESPONSIBLE LEARNERS

Q. What can I as a teacher and a person do to model this type of behavior for my students?

R.E. GOAL STATEMENT

I want my students to be aware, active, responsible citizens, who value their own freedom and prize diversity in others --

RESPONSIBLE CITIZENS

Q. What can I as a teacher and as a person do to model this type of behavior for my students?

R.E. GOAL STATEMENT

I want my students to be open, divergent, critical thinkers who can select and analyze revelant data, recognize alternatives, develop personal values, and make decisions --

RESPONSIBLE DECISION-MAKERS

Q. What can I as a teacher and a person do to model this type of behavior for my students?

R.E. GOAL STATEMENT

I want my students to be caring, cooperative supportive human beings --

RESPONSIBLE HUMAN BEINGS

Q. What can I as a teacher and a person do to model this type of behavior for my students?

CLASSROOM ATTITUDE SURVEY INSTRUMENT

Name _____

SCHOOL _____

Grade _____

Directions:

This is not a test. There are no right or wrong answers. You are asked to tell how you feel about certain things in this class. Read each question carefully. Circle the number that comes closest to how you feel. See the example below.

A. In this class students are allowed to talk whenever they have something to say.

1	2	3	4	5
Never	Not Very Often	Some-times	Most of the time	Always

This student felt that students are never allowed to talk when they have something to say. Therefore, the student circled "1".

Your teacher will be given the results of the survey but not the names of individual students. Results will be reported as class averages.

---

1. In this class, students are able to make choices.

1	2	3	4	5
Never	Not Very Often	Some-times	Most of the time	Always

2. In this class, I feel free to express my opinions.

1	2	3	4	5
Never	Not Very Often	Some-times	Most of the time	Always

3. Most of the students in this class have a chance to participate in classroom activities.

1	2	3	4	5
Never	Not Very Often	Some-times	Most of the time	Always

4. Once a project or assignment is given most of the students will finish it.

1	2	3	4	5
Never	Not Very Often	Some-times	Most of the time	Always

(OVER)

5. Nearly everyone in this class participates in classroom activities.

1	2	3	4	5
Never	Not Very Often	Some-times	Most of the time	Always

6. In this class we relate schoolwork to things going on outside school.

1	2	3	4	5
Never	Not Very Often	Some-times	Most of the time	Always

7. We are given a variety of activities to choose from.

1	2	3	4	5
Never	Not Very Often	Some-times	Most of the time	Always

8. In this class students are involved in making and changing classroom rules.

1	2	3	4	5
Never	Not Very Often	Some-times	Most of the time	Always

9. Students help plan classroom activities.

1	2	3	4	5
Never	Not Very Often	Some-times	Most of the time	Always

10. Students in this class help other students.

1	2	3	4	5
Never	Not Very Often	Some-times	Most of the time	Always

11. Students who have a special talent or interest have a chance to share it with the class.

1	2	3	4	5
Never	Not Very Often	Some-times	Most of the time	Always

12. In this class we discuss basic democratic rights such as dissent, equality, due process, and the decision-making process.

1	2	3	4	5
Never	Not Very Often	Some-times	Most of the time	Always

13. When students make a decision, the teacher follows through on it.

1	2	3	4	5
Never	Not Very Often	Some-times	Most of the time	Always

14. In this class we are allowed to move around the room whenever it does not disturb others.

1	2	3	4	5
Never	Not Very Often	Some-times	Most of the time	Always

15. In this class we talk over our marks with the teacher.

1	2	3	4	5
Never	Not Very Often	Some-times	Most of the time	Always

16. If we plan something and it does not work out, we do not try to place the blame on any one person.

1	2	3	4	5
Never	Not Very Often	Some-times	Most of the time	Always

17. In this class there is more praise than criticism.

1	2	3	4	5
Never	Not Very Often	Some-times	Most of the time	Always

18. We talk about current events and relate it to topics we are studying in class.

1	2	3	4	5
Never	Not Very Often	Some-times	Most of the time	Always

THE SCHOOL BUILDING: THE KEY TO CITIZENSHIP EDUCATION

By: Michael A. Radz

A paper prepared for the
Law Related Education Futures Conference,
October 12-15, 1980

BACKGROUND

It has been a long accepted goal of schooling in this country that children be taught to function as competent, concerned, and committed democratic citizens; individuals who possess the knowledge, skills, and attitudes required to behave in a manner that is accepted as being socially, politically, economically, and ethically responsible. Inherent in this goal is the need for citizens in a democracy to be law abiding individuals who are cognizant of their legal rights and responsibilities. In spite of this tradition, the quality of civic education in this nation is suspect. Evidence drawn from such diverse sources as National Assessment of Educational Progress test scores, public apathy toward presidential candidates, and juvenile crime statistics suggests that the rhetoric and the flood of curriculum materials have failed to achieve the desired end: competent, concerned, committed citizens.

A major reason for this situation has been the failure of schools to provide children with a first hand experience in democratic living.

The school as community is not a unique concept. John Dewey advanced the compelling argument that school is not preparation for life, it is life itself.[1] More recently, Byron Massialas and Joseph Hurst in Social Studies in a New Era: The Elementary School as a Laboratory[2] presented a model incorporating Dewey's rationale. Then, too, there are the experiences of Kohlberg, Mosher, Fenton, and others in creating what has been called the "just community school" based on Kohlberg's theories of cognitive moral development. Yet many schools remain bureaucratic, autocratic, product-oriented institutions which focus on the transmission of specific bodies of content. Lip-service is paid to the goal of responsible citizenship, but little is done to operationalize the concept. The assumption, it would appear, is that if children are

taught the basic principles and structure of our democratic and legal system, they will somehow grow into adults who have the skills and the attitudes to be active participants in the democratic process. There is sufficient reason, to question this premise.

There are a set of assumptions which are valid in light of both research and experience. I suggest the following as a foundation for needed work in the area of citizenship education.

BASIC ASSUMPTIONS

The individual school is a community, and it is here that we must begin. The work of John Goodlad and associates has demonstrated that the individual school building, its inhabitants and community, is the single most significant unit for enduring change in education.[3] It is here that people live and learn as they interact with each other, the formal curriculum, and the physical, emotional, and social environment of the school building.

There are three curricula operative in every classroom and every school building: the formal; hidden; and societal. The formal curriculum is here defined as structured experiences which organize time, materials, and content in such a way as to facilitate the attainment of specified goals and objectives. The formal curriculum would include federal and state mandates, local school board policy, curriculum guides, minimum competency tests, the textbook and all other commercially prepared materials, and the teacher's daily lesson plan. Needless to say, the formal curriculum is extremely important. However in the minds of many, educators as well as the lay public, this is the only curriculum that matters.

The hidden curriculum consists of those learning experiences which are largely unplanned, the lessons that students learn as they interact with each other, their teachers, and other adults in the school. The hidden curriculum provides lessons in how power is exercised, what is right and wrong, what is valued and what is scorned, and perhaps most significantly, who the individual is in relation to others. The hidden curriculum is extremely powerful because it has a direct and pronounced effect upon the individual and because it operates in subtle ways. It can help make the formal curriculum relevant or it can make it a gross hypocracy. It can promote the development of a positive self-concept or inflict scars on the soul. It can make the concept of democracy concrete by providing meaningful experiences or create the impression that autocracy is the reality, democracy the sham.

Educators need to recognize the indisputable fact that students learn a great deal outside the confines of the classroom and the school building. This is the societal curriculum. The mass media, especially television, formal and informal youth groups, and of course, the family provide a wealth of opportunities for children to experience, directly and vicariously, what it means to be a citizen. The societal curriculum cannot be ignored. Children need direct experience with responsible role models in the community, the skills to analyze the message they are receiving from the media, and the self-esteem that allows them to function responsibly in the absence of direct supervision.

You get what you teach for. We must put to rest once and for all the old cliche' that citizenship education can only be assessed at some point in the future; when the students of today become adults. While none would deny that there is a measure of truth in this, measurable

citizenship competencies have been identified. The challenge is to debate and specify what is expected of a good citizen; it is to articulate these competencies as learning objectives that are appropriate in terms of what we know about human growth and development and how children learn.

Future survival requires individuals who know how to organize their thoughts and experiences in meaningful and independent ways. They must have the tools and confidence to solve problems either individually or in concert with others. Responsibility is learned through direct experience, not through passionate pleas and moralistic pronouncements. In order to be responsible, an individual has to be given responsibility. Furthermore, there are levels of responsibility. As a child matures it is reasonable to expect that he/she will be able to accept increasingly complex tasks. This development will be facilitated by providing children with realistic, concrete responsibilities that are appropriate to their level of development.

The principal is the key individual in terms of establishing the climate of the school building. Research on school effectiveness as well as experience bears this out.

Children learn a great deal by observing the behavior of adults. Every teacher and principal is probably aware of the fact that they are role models. However, it is easy to forget that action does indeed speak louder than words. Consider, for example, the teacher who demands that students submit a written assignment on time and then takes an unreasonable amount of time to return the papers. What the students have learned in this situation is that there are two sets of standards, one which applies to students and the other for the teacher.

IMPLICATIONS AND DIRECTIONS

Goodlad argues "our schools must be reconstructed, one by one, by citizens and educators working together. Nothing less will suffice."[4] This is particularly relevant with reference to citizenship education for it legitimizes the school as community and opens the door for the crucial first step, the identification and articulation of responsible citizenship as a specific objective of the instructional program. The importance of making such a commitment cannot be underestimated. First of all, it confirms the fact that every adult in the school is a citizenship teacher, not just the social studies teacher. Secondly, the hidden curriculum comes out into the open. Thirdly, a climate is created in which the school becomes the type of institution described by Ralph Tyler: "It (the school) can provide a setting in which young people can experience concretely the meaning of our democratic ideals...It is not always easy to provide this kind of environment, but it is crucially important for children to see firsthand a society that encourages and supports democratic values."[5]

In order to maximize the potential civic growth of young people educators need to systematically integrate the formal, hidden, and societal curricula. For example, consider a basic concept such as the rule of law. The formal curriculum at any given grade level might focus on how laws are initiated, enforced, and interpreted. At the same time, teachers would be providing some type of mechanism in their classrooms to involve students in making rules and determining consequences for violations. The principal would have a school governance system which would allow input from the various constituencies in that building. Thus the hidden curriculum would reinforce the formal curriculum. Finally, students would be given a first-hand opportunity to see rules being formu-

lated by attending a school board meeting or by having the mayor or some other public official in as a speaker. There is nothing new about this plan. What makes it unique is that it is deliberately planned rather than being left to chance.

While various movements and/or innovations of the past thirty years have focused on one or more dimensions of the need for total development of the individual, there has been little effort to integrate and sequence experiences through the cooperative efforts of the total school environment. Much has been learned through research and practical experience in such areas as educational administration, learning theory, self-concept development, political socialization, modeling, moral/ethical development, environmental impact, teacher effectiveness, student learning styles, and school climate. Curriculum developers, teachers, and administrators need to organize this knowledge into new constructs that posit citizenship education as a legitimate end of schooling. A plan is needed that allows students to assume ownership for their learning. Techniques are required that will deliberately challenge learners in such a way that they must deal with knowledge at increasing levels of meaning and independence. By so doing, teachers can foster both competence and responsibility. Responsibility in this sense, means the willingness to respond when challenged as a problem-solver. Thus, the total learning experience cultivates ownership and independency, the keys to responsible learning and citizen behavior. It is imperative to move away from an educational system that teaches children dependency and toward one in which all the resources of the school are directed toward promoting independency. Educators must deliberately and systematically plan to transfer the ownership for learning from the teacher to student. Until this is done citizenship education will be perceived as nothing more than another addition to an already over-

loaded curriculum.

SUMMARY

In summary, given the premise that individuals cannot be expected to develop those qualities that are associated with responsible citizenship if they are enveloped by environment that denies them the opportunity to experience the desired characteristics, the following suggestions are offered.

- Focus attention on the individual school building
- The school building should commit itself to the development of responsible citizens by formulating a specific plan of action
- The formal, hidden, and societal curricula must be merged in order to make learning more meaningful
- All adults in the school should be made aware of their significance as role models
- Building principals need to be trained to function as climate leaders rather than as building managers
- Each building needs to systematically and deliberately plan ways in which children can assume ownership for their own learning
- School, home, and community must find ways to reinforce each other. The school should assume the responsibility for providing the necessary leadership

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[1]John Dewey. Reconstruction in Philosophy. New York: New American Library, 1950.

[2]Byron Massialas and Joseph Hurst. Social Studies in a New Era: The Elementary School as a Laboratory. New York: Longman, Inc. 1978.

[3]John I. Goodlad. The Dynamics of Educational Change. New York: McGraw-Hill Book Company, 1974.

[4]John I. Goodlad. "Can Our Schools Get Better?" Phi Delta Kappan, January, 1979, p. 346.

[5]Ralph Tyler. "The Total School Community." In Education for Responsible Citizenship. New York: McGraw-Hill Book Company, 1977.